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TWICE-A-MONTH — NOVEMBER 1, 1924

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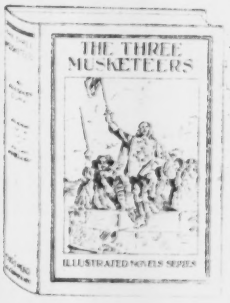


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New fiction-titles range from John Galsworthy's 'The White Monkey' (Scribner, $2), which continues the Forsyte saga; Hugh Walpole's 'The Old Ladies' (Doran, $2), the scene of which is laid in familiar Polchester; Joseph C. Lincoln's 'Rugged Water' (Appleton, $2), a typical Lincoln story of Cape Cod life-savers; and D. H. Lawrence's 'The Boy in the Bush' (Seltzer, $2.50), a new Australian story, the acceptability of which each library must decide for itself; thru Rafael Sabatini's 'Saint Martin's Summer' (Houghton-Mifflin, $2), a story of old-time France; Gilbert Cannan's 'The House of Prophecy' (Seltzer, $2), a novel of post-war England in continuation of 'Sembal'; W. E. Woodward's 'Lottery' (Harper, $2), presumably in the same strain as 'Bunk'; and Homer Croy's 'R. F. D. No. 3' (Harper, $2), likewise presumably in the 'West of the Water-Tower' vein; to Harry Leon Wilson's 'Professor, How Could You!' (Cosmopolitan Book Corp., $2), humorously typical of the author, and Carolyn Wells's 'Prillilgirl' (Lippincott, $2), a new Fleming Stone detective story.

'Thomas the Lambkin, Gentleman of Fortune,' by Claude Farrère (Dutton, $2), is a loudly-heralded French adventure-story which seems to be meeting with favor among the reviewers.

Travel-books are again strongly to the fore, with Dorothy Dix's 'My Trip Around the World' (910, Penn Pub. Co., $4), giving her impressions gained as a newspaper woman; Frank G. Carpenter's 'Lands of the Andes and the Desert' (918, Doubleday-Page, $4), covering Colombia, Ecuador, Peru, and Bolivia in his World Travels series; Vernon Quinn's 'Beautiful Mexico' (917.2, Stokes, $4), a splendid illustrated work similar to his 'Beautiful America'; Helen W. Henderson's 'A Loiterer in London' (914.21, Doran, $5), continuing the design of her previous volumes on New York and Paris; 'Czechoslovakia: a Survey of Economic and Social Conditions,' edited by Josef Gruber (914.37, Macmillan, $2), with contributions by a number of authorities; 'Cannes and the Hills,' by René Juta (914.4, Small-Maynard, $6), with eight pictures in color by Jan Juta; 'Greater France in Africa,' by William M. Sloane (916.1, Scribner, $3), based on a recent official visit to Morocco and Algiers; 'Across the Sahara by Motor-Car, from Touggourt to Timbuctoo,' by Georges M. Haardt (916.6, Appleton, $3.50), a notable exploit, with some illustrations by Boutet de Monvel; 'Egypt,' by Harry H. Powers (916.2, Macmillan, $2), in the University Travel Series, recently inaugurated; 'Arabs in Tent and Town,' by Ada M. Goodrich-Freer (915.6, Putnam, $6.50), an intimate account of family life, as also of the fauna and flora of Syria; also 'The Arab at Home,' by Paul W. Harrison (915.6, Crowell, $3.50), a physician's observations, based on fourteen years of mission work; and 'Among the Brahmins and Pariahs,' by J. A. Sauter (915.4, Boni and Liveright, $3), pictures of Indian life as seen by a German who dwelt intimately among the natives.

Biographical works, other than the Twain book, include the 'Napoleon' of Elie Faure (Knopf, $3), eulogistic, and in striking contrast with the Wellsian estimate; 'Bare Souls,' by Gamaliel Bradford (Harper, $3.50), presenting certain English and French writers in characteristic fashion; 'Conflicts with Oblivion,' by Wilbur C. Abbott (Yale, $4), studies of Pepys, Disraeli, Cromwell, the Venerable Bede, and others; 'Eugene Field's Creative Years,' by Charles H. Dennis (Doubleday-Page, $4), written by a close friend of the poet; 'Clyde Fitch and His Letters,' by Montrose J. Moses (Little-Brown, $4); 'Barrett Wendell and His Letters,' by M. A. De Wolfe Howe (Atlantic Monthly Press, $4.50); 'Letters from Theodore Roosevelt to Anna Roosevelt Cowles' (Scribner, $2.50), covering a long period, from 1870 to 1918; and 'Gentlemen of the Jury,' by Francis L. Wellman (Macmillan, $4), reminiscences of thirty years at the American bar.

History and Sociology offer 'History of the American Frontier, 1763-1893,' by Frederic L. Paxson (973, Houghton-Mifflin, $6); 'Social Life in Stuart England,' by Mary Coate (942, Appleton, $2); 'Social Struggles in the Middle Ages,' by Max Beer (335, Small-Maynard, $2), being volume 2 of his 'General History of Socialism'; 'Personality in Politics,' by William B. Munro (320, Macmillan, $1.50), telling what reformers, bosses, and leaders do; 'Politics: the Citizen's Business,' by William Allen White (320, Macmillan, $2), containing the famous editor's reflections on American politics of to-day; 'The Art of Helping People Out of Trouble,' by Karl de Schweinitz (361, Houghton-Mifflin, $2), by a prominent charity organizer; and 'Women and Leisure,' by Lorine Pruette (396, Dutton, $3), a study of social waste.

In Literature we have 'The Women in Shakespeare's Plays,' by Agnes Mure Mackenzie (822.3, Doubleday-Page, $4), which upsets some of the older estimates; 'Critical Studies of the Works of Charles Dickens,' by George Gissing (823, Greenberg, $3), now first published complete in book form; Fyodor Dostoevsky; by J. Middleton Murry (891.7, Small-Maynard, $3.50), a critical study; 'Italian Silhouettes,' by Ruth S. Phelps (850, Knopf, $2.50), essays on modern Italian writers; and a second series of Professor William Lyon Phelps's 'As I Like It' papers (818, Scribner, $2).

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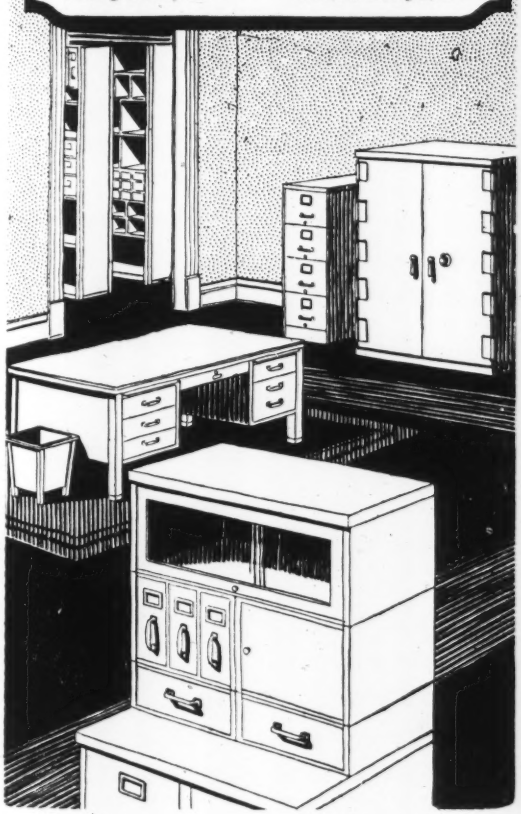

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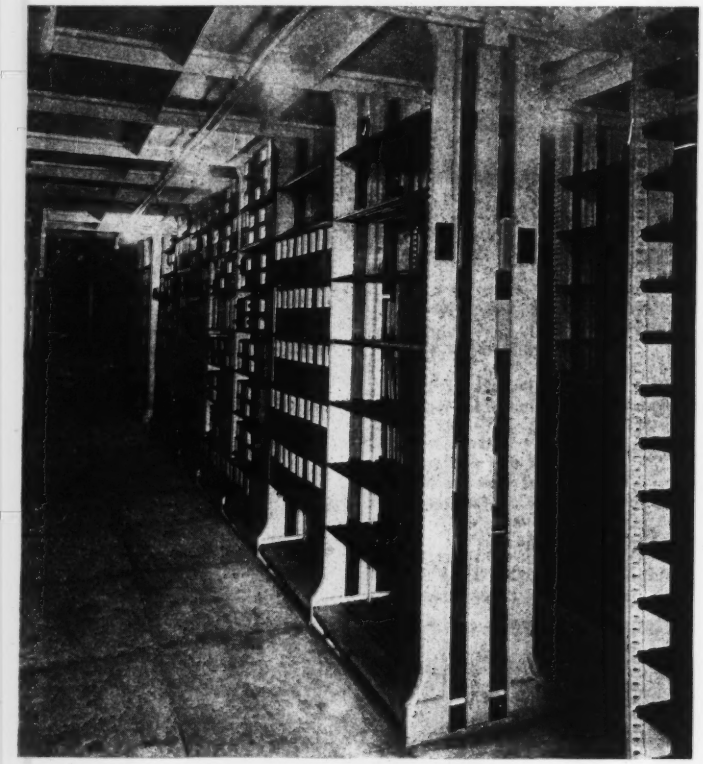

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THE LIBRARY JOURNAL

TWICE-A-MONTH NOVEMBER 1, 1924

# The Public Library and Adult Education

A SYMPOSIUM ON PRINCIPLES AND PRACTICES. OFFERED IN VIEW OF THE A. L. A. AND STATE LIBRARY ASSOCIATION DISCUSSIONS OF THE LIBRARY'S PART IN THE EDUCATION OF ADULTS

## Adult Education no Novelty

IT is our belief that all the activities of a public library are, in the broadest sense, educational and that, therefore, everything that we do is connected with adult education except the activities of the children's department. We have, however, no department to which the name of adult education is formally attached. When the plans of the American Library Association have become more definitely formulated, it is possible that we may do so, but we shall try in all cases not to adopt school methods in what we do. One of the reasons for the rapid growth of the public library has been the fact that it has not been simply an appendage to the schools while at the same time co-operating with them in every proper way. I do not think that we shall ever offer formal courses of training or advise hard and fast reading plans with the award of certificates to those who carry them out. In what follows I have tried to feature some special activities which it seems probable to me are not shared by the majority of libraries. I do so with diffidence because I know that they are no more contributory to adult education than thousands of things that all libraries are doing.

We have in the library system about fifteen rooms which are given free to the public for meetings of various organizations. About 4,000 meetings are held in these in the course of the year. Many of these are classes for adult education. I may specify among recent organizations that have used these rooms the Polish Bible Students, the Y.M.C.A. Classes in Citizenship, the Cecelia Choral Club, Y.M.C.A. English Class, Tuesday Study Club, South Side Study Club, Brooks Bible Class, Beacon Glee Club, St. Louis Society of Applied Psychology, and the Parliamentary Club. These meetings were all held during a single week.

The library gives a large number of exhibitions of prints and art objects, of which thirty-three took place in the Central Library during the last library year and a considerable number in branch libraries. These were practically all for the information of adults. They included pictures and art objects loaned from the City Art Museum, with whose educational department we are in constant touch, the head having been formerly in charge of our own art department.

The library takes part in all large exhibitions held in the city outside the library, one of the objects being to call to the attention of visitors the library's resources in books and other material illustrative of the subject-matter of the exhibition, whatever this may be.

The library's work with foreigners should be mentioned in this connection. We are in close touch with the Americanization work of the local Community Council, one of our staff, Miss Josephine Gratiaa, serving actively on its Americanization Committee. This kind of work is not uncommon and it is not necessary to particularize it here, except that we have recently been co-operating actively with the Board of Religious Organizations in assisting their home teachers of English, who have met in our Teachers' Room for suggestions and discussion. Incidentally, the Chief United States Naturalization Examiner in St. Louis gives to each applicant for naturalization a card of introduction to the library, asking us to assist him in selecting books that will help him in preparing for American citizenship. This card contains a list of branch libraries, with addresses, and the words "The books are owned by the people and are free to all who will use them properly. Ask any library assistant for information or help; it will be given willingly."

Evening high school classes for foreigners have been taken thru the library in groups by teachers on our invitation. At the close of one of these visits of inspection, the teacher

in charge of the group sent to us the following extract from a letter written by a student.:

"The Public Library is fine big Building. The big fine steps make a fine elevation for the Building. I see first in the reception room that Beautiful Butterfly collection; second many books from every nation and downstairs that children's room with that little tables and chairs; that newspaper room, that room for machinist trade; that teachers room meeting school for workers in library and the book repair shop and that feier protektion room."

Preparation of lists and bibliographies is common to all libraries and I will call attention here only to the making of large numbers of lists in response to requests from individual readers by the Stations Department and a number of longer lists, such as one on export trade and one on war and peace prepared for the use of large organizations, the latter made at the request of the National Council for the Prevention of War. Also two made respectively at the request of the St. Louis Association of Credit Men and the local Community Council.

At the request of the Missouri Federation of Women's Clubs, the library has become the official permanent reciprocity bureau of this Organization, receiving and filing all papers read at any club in the state whenever considered by the Federation important enough for preservation. These are loaned to clubs and individuals on demand.

The library is in close touch with the work of the mothers' clubs thruout the city and has been able to assist these materially in various ways, especially in connection with the St. Louis Chapter of the Federation of Child's Study. In the programs of this body, lists of books are regularly given and reference is made to the library as a source.

Owing to the influx of southern negroes experienced within recent years by almost all northern states, a considerable number of wholly illiterate adults have come into St. Louis. These must be educated, if at all, in the night schools, and the night schools do not teach such elementary branches as reading, except in the special classes formed to teach English to foreigners. We are doing all in our power to see that these persons are supplied with books to teach them to read. This is more difficult than might be supposed, for most elementary reading books are adapted for the child mind, and these persons are all adults.

We have during the year greatly expanded our work with the blind by placing at its head, Mr. Edward F. Endicott, a member of the St. Louis Bar, who is himself blind but possessed of an unusual amount of enthusiasm and ability in this kind of work. He has literally multiplied our circulation of books for the blind by hundreds, and it seems that the end is not yet. His success by actual, personal work in this field, leads us to believe that a special field worker of this kind in connection with other classes of readers might similarly multiply our results and might be one of the most efficient agents of adult education.

Our collection of lantern slides is augmented yearly by an agreement with the women's clubs of the city whereby the library pays half of the expense of making any slide needed to illustrate a paper, on condition that the slide be thereafter deposited with the library. We file our slides, not in lecture groups, but by subjects with pasteboard guides, so that they constitute their own catalog.

In forming our musical collection, we have in view particularly the development of sight reading among users, an important element of musical education often neglected. Books are primarily to be read and only incidentally for declamation or recitation. We think that the use of music should correspond with this very closely.

The publications of this library are all educational and a considerable number are intended for adults. Lists and bibliographies have already been mentioned. A list of our publications in print now covers a page of our *Monthly Bulletin* in fine type. Some of the titles in print are: Books Containing American Dialects, Books for Older Girls, Motion Pictures, Genealogical Material, The Municipal Bridge of St. Louis, Branch Libraries in School Buildings, Who's Who Among Readers, Showing Off the Library.

The most fundamental thing that a library can do for adult education is the provision of books of the proper variety and quality. A survey of book stocks of libraries is one of the things that will be undertaken by the Library Survey Committee. But it can not take the place of the minute, individual survey which every library ought to undertake. One way of carrying this out, which it is our intention to use, is to compare the printed Decimal Classification with our own shelf list, checking all the classes that we absolutely lack. The next step will be to decide which of these lacks we ought to fill and how fully and with what books, and the final step, to make these purchases as rapidly as funds will permit.

All libraries purchase books in classes that they lack when there is a demand, but the trouble is that the lack of a demand may in itself be a direct consequence of the absence of the books.

ARTHUR E. BOSTWICK, *Librarian.*
*St. Louis Public Library.*

# The Dissemination of Ideas is Our Function

THE Grand Rapids Public Library for many years has put forth special efforts to make the library of service in the education of adults. Some of its experiences, achievements and failures (and nearly all of them are still relevant) were described at considerable length in an address by the librarian to the Ontario Library Association in 1911, and published in the LIBRARY JOURNAL of June that year, the subject under consideration being "The Relation of the Public Library to Technical Education."

But first of all what is adult education thru the Library? Most persons think of education in terms of formal instruction—school, college, and university. Education in such terms is a very, very small part of the work of the library. I like to think of education as the process of enlarging one's intelligence and expanding his personality. And that does not always happen to students in school and college. Travel, association with one's fellows, reading books, hearing lectures, seeing pictures and objects properly displayed in a museum, all may help to enlarge one's intelligence and expand his personality. And as applied to adults they constitute a part of adult education.

The most important educational work that the library can do is to expose its well selected wares to the people so that they "take," and the real librarian is not a passive agent in this process. The resulting educational reaction is individual, with varying results for each person. The Detroit Public Library was helping to educate Henry Ford when it offered on its shelves the ideas that enabled him to develop the automobile; but at the same time he mixed his brains with the ideas he got from books in the library. Many other persons read the same things as Mr. Ford, but without the same productive results.

The Grand Rapids Library keeps in constant touch with all sorts of organizations and individuals in the city who have special interests, and calls their attention directly to the material on the Library's shelves. For example, for many years we have been mailing lists of books on the care and feeding of children to all mothers whose names appear in the official records of birth, with most interesting results in arousing fathers and mothers to teach themselves from books how to care for their babies. Occasionally the chief of the circulation department gets together a collection of photographs for an exhibition of babies whose mothers brought them up on library books. A healthier and handsomer collection of babies was never seen than those shown in such an exhibition.

The sending of traveling library collections into many of the factories has also been an educational service. While fiction predominates in these collections, a number of books relating to the industry in which the men are employed are usually included. The result of this has been that a considerable number of workers in factories learn in this way for the first time that the library contains books dealing with their daily work. One of the interesting developments of this service has been the request from some of the factory men that the library issue to them certificates showing that they have read certain worth while books. The library has never done this for the reason that it involves the setting up of machinery for testing the results of the reading, something that the library is not now equipped to do. Incidentally I may add that I think the country is going wild on tests and credits of this kind, many of them worse than useless. Let us as librarians encourage reading for its own sake, for the mere joy of the doing, with no thought whatever of "credit."

Persons desiring the library to outline for them a course in home reading fill out a blank which is designed to give the library some idea of the background and previous knowledge on the subject which they wish to pursue. The library then selects a group of books for consecutive reading on the particular subject, the books being adapted to the particular needs of the individual. It is most desirable that there should be a personal interview before making up such a reading course. In preparing such a reading list of course expert help outside the staff is sometimes used.

Perhaps the most interesting of the obvious developments of our work have been in connection with library lectures and exhibits. All lectures are used as roads to books. The printed announcement of each lecture features a list of ten or a dozen books relating to the subject of the lecture. The library always has the assistance of the lecturer in the selection of these lists, with the result that in the course of a year many new books are purchased on the recommendation of lecturers, who often speak of the books on the list to the audience. These lectures frequently stimulate a great deal of reading and study on the part of those who hear them.

Examples of recent library lectures which resulted in extensive reading on the part of many people on the general subject of the lectures are the following: Epoch-making presidential campaigns, a series of five lectures; Mussolini and

the Italian Fascisti; Earthquakes and the possibility of their prediction; Joan of Arc; The racial heritage of war; The Freudian psychology; The history and art of the Netherlands.

One of the most conspicuous illustrations of the far-reaching effect of a library lecture grew out of a lecture on Tuberculosis, in 1905. The immediate result of this was the establishment of a local Anti-Tuberculosis Society, a private organization—the first one in Michigan—which in recent years has had an annual budget of nearly $30,000. This organization working thru the library staged some interesting campaigns in the early days, which led to the city's purchasing a farm on the outskirts of the city, and erecting buildings for the care of tubercular patients. This last year a new Sanatorium was completed at a cost of over $600,000, and an annual budget of about $125,000 from the city for maintenance, all the direct result of the work the library started thru one of its lectures nearly twenty years ago. The library has put in its course many health lectures, bringing to the city some of the leading experts of the country. The outcome of this education of the community at large on this one subject of health has been that Grand Rapids today is one of the healthiest industrial cities in the country, having the lowest death rate for cities of its class, except one or two of the new cities on the Pacific Coast, with a lower average age. The result of the education of parents relating to the care of children (in which the library's share is now only a small part) has given Grand Rapids the lowest infant mortality of any city in the country—now less than 60 per thousand.

Many other results of a similar nature, tho perhaps not so striking, might be mentioned as the outcome of the Library's activities in educating the adults of the community. The work with the foreign born, the conferences on children's reading, the following up of boys and girls who leave school to go to work would each make a long story, too long for this occasion.

The function of the library, as I conceive it, is not primarily the circulation of books, important as is that part of its work, but the dissemination of ideas. The books themselves are mere dead things. The ideas they contain are the living things that count. Books, exhibits, pictures, lectures, etc., are all means for the dissemination of ideas. The wide dissemination of worth-while ideas among the masses of the people is necessary to keep a community intellectually alive and growing,—all the people, old and young, to the end of their days. This is the library's job as it relates to adult education. We have hardly touched it thus far.

SAMUEL H. RANCK, *Librarian,*
*Grand Rapids Public Library*

## Opportunities in Greater Boston

"OPPORTUNITIES for Adult Education in Greater Boston" is the subject of a pamphlet issued by the Boston Public Library. It lists the free public lectures and public educational courses offered in 1924-1925 by the Massachusetts Board of Education, Division of University Extension; the Lowell Institute; the Commission on Extension Courses; the Public Library of the City of Boston; and other institutions. A directory of important local sources of educational information is included. Greater Boston offers instruction in over 540 different subjects.

In addition to this Bulletin of Adult Education the Library has published during the past two years 106 "Ten-Book Lists," and index to which will soon be available and will be of great service. These lists were prepared by experts both in and outside the Library. There is also, readers will remember, a series of brief reading lists issued from time to time, varying in size from a few pages up to fifty or more. Bibliographies, generally brief ones, are prepared at the request of study clubs, etc. It is the custom of the Library to place in its Teachers' Room restricted deposits of books recommended for reading by professors of various institutions giving courses in the city. These restricted deposits are used quite as much by adults who are taking extension and other courses as by students taking regular courses in colleges and universities. On request, insofar as is practicable, personal advice is given to persons asking for assistance in a course of reading or in the study of some specified topic. Publicity is not given to this particular phase of our work for adults inasmuch our personnel would doubtless be swamped, as was discovered in Chicago when that Library made announcement that it was willing to undertake such personal advice.

We are particularly pleased with the result of the courses planned especially for library employees and open also to the general public, arranged with the co-operation of the Extension Division of the Board of Education. I have in mind the courses on English Literature, American Literature, Continental Literature and the Great Classics; Ancient, Mediaeval and Renaissance.

During the past two years some interesting experiments have been made in the branches of the Boston system: book reviews open to the public, for which special typed bibliographies have been prepared; special collections of books accompanied by suggestive reading lists; special bibliography of books and reading courses at present in typewritten form but soon to be printed; lists of courses locally available to the public. The Supervisor tells me that individual help is given more times a day than can be counted. A number of the Library's branches are doing exceptional work with the alien, carrying on some interesting experiments to attract the alien adult either personally or thru "the children in the family."

The problem of adult education is so comprehensive and so comparatively new to most libraries that we are all feeling our way as best we can. It is the expectation that the Committee on Adult Education will be able, after careful study, to direct adult education thru libraries in a way to conserve effort and to indicate the things most worth while to be done by those institutions to whom the work is comparatively new.

CHARLES F. D. BELDEN, *Librarian,*
*Boston Public Library.*

# Cleveland's Comprehensive Program

THE last annual report of one of our special branches in Cleveland stated: "We have had several men make up high school work at home or at night school, pass their examinations and later pass the state bar examinations. One of our accountants has undertaken night work on the books of two firms and with the help of our books has studied the trades involved as well as cost accounting in those special lines. Our best story of the use of the library in educating men deprived of schooling in their youth comes from a marine engineer, who says that he and his five brothers learned to be engineers and passed their examinations for progressive ranks, thru using the books in one of our branches. He was chief engineer on an army transport during the war, and was later made a lieutenant in the navy. Another man who had few educational advantages has commenced a course of reading in the English classics. He is also using his spare time as instructor for a class of boys in a recreation centre; thru using our books this work has broadened from an interest in sports to character development, and an added understanding of how to train his own difficult son."

These are among many instances which indicate that this library, like every other public library which has been functioning normally has in the course of its ordinary work long been contributing to the cause of adult education. However, a growing realization of the vast possibilities for service in this field has resulted in a gradual reshaping of our organization in preparation for more general service.

A definite aim, not yet wholly realized, is the placing of a branch library within walking distance of every citizen of Cleveland, and the making of its resources known. Years of "exposure to books" have had undoubted effect on individual and community interests, and our branch librarians are the friendly advisors of a constantly increasing number of adults who are reading with a purpose.

The divisional arrangement of the main library has also been one of the important steps in this preparation. This plan brings together in each division both reference and circulating books on subjects included, in charge of a staff which is specializing in knowledge of the literature of these subjects and equipping itself to give authoritative advice and suggestions regarding material in its collection, and to recommend the best books on a specific subject for a given purpose. In fact a large part of the time of division heads is now devoted to the giving of such suggestions and to the careful working out of many lists to fit individual needs, as well as to the preparation of subject lists for more general use. One great advantage of the divisional plan is the greater opportunity it offers the staff for the friendly acquaintance with readers which inspires their confidence and with the work so organized that readers are served directly by the division heads themselves and the strongest assistants of the staff, real helpfulness is possible.

The new building, to be occupied next year, with its spacious divisional reading rooms and its smaller quiet study-rooms, should provide an atmosphere more conducive to concentrated mental effort on the part of serious readers. It is hoped before long to add to the general staff a library hostess, a reader's advisor and a bibliographer, all to work in close collaboration with division staffs, and we believe that eventually these new specialists in service should also have their understudies and assistants. We are confident, too, that a reader's advisor in each branch library, free to devote herself to the individual problems of readers, would yield very rich returns. How to demonstrate this service so convincingly that tax-

payers will want to finance such city-wide specialized aid to adult readers is one of the problems before us.

It seems very necessary, in this general movement for adult education, that the interest of trained psychologists and educators be enlisted, and also that of adults who are themselves being educated, for aid in the formation of guiding principles and the working out of methods. These are prime factors on which few authoritative pronouncements have as yet been made. In the meantime, the mastery of our own materials is an unquestioned requisite, and we are attempting to study our book collections and revaluate them from the standpoint of adult education needs. Division heads are preparing to work with a recently formed committee of branch librarians in selecting the best "first books" on various subjects, books simple in content, interesting in style, and written for adults. The further duplication of these books, the familiarizing of all assistants who do floor work with them, and the watching for new and better material, are to follow.

Group organizations, as Dr. Bostwick has so admirably indicated in his recent pamphlet "Group Service in the St. Louis Public Library," offer important opportunities to serve the individual members thru their common group interests, and to reach a larger number of individuals by working with the groups as units. For this reason the Cleveland Public Library has for several years past been attempting to make some sort of contact with every group to which it could offer some service. Branch librarians keep up a directory of local organizations and their leaders. In numerous cases they have assisted in forming new groups, and in this have sometimes taken the initiative. Classes of adults have been given particular attention. Night school classes in their districts have been visited by the branch librarians, and all students invited to use the library. Many classes are held in the library club-rooms. The work with classes of the foreign-born is carefully followed and a staff committee representing main library and branches, with Mrs. Ledbetter as chairman, is studying this work as well as other problems with the foreign-born.

With a view to making our work with class groups as comprehensive as possible, not quite three years ago the Extension Division of Adult Education was established in the School Department. It is the function of this division to follow all organized classes for adults, make friendly contacts with teachers and, when possible, with the students themselves, furnish sets of books where their use is practicable, arrange for class visits to the nearest library and see that all students are encouraged to use it. Miss Dingnan, the head of this division, is devoting her entire time to adult education and is therefore often able to advise and help with its problems wherever they arise. She has investigated and listed for library purposes the opportunities for adult education in Cleveland, classified by types of schools and classes, as Immigrant Education, Evening Elementary Schools, Evening High Schools, Advanced Schools for Adults, Non-Vocational or Cultural Courses, Vocational Schools, both general and special. One of these lists she is checking systematically to show the various library contacts.

At the request of Western Reserve University and Case School of Applied Science, the Cleveland Foundation is sponsoring a survey of higher education in Cleveland, and its findings are first to be presented at a series of public meetings beginning this week with the topic "What a greater university should do to provide business and evening education in Cleveland."

To foster more intelligent and extensive cooperation between all agencies in the city interested in education, there was organized last spring a Council on Educational Co-operation, the librarian of the public library being a member of its executive committee. This conference is planning a self-study of the various agencies, as to functions, field covered, and a desirable ten-year program, this study to be presented to the conference and to an advisory expert for information and discussion. It is hoped that these two surveys will result in a wiser and more far-seeing co-ordination of effort among all educational agencies in Cleveland, and that the library may be ready to meet the broader opportunities for service which should develop therefrom.

It was Roosevelt who wrote of "a free library, where each man, each woman, has the chance to get for himself or herself the training that he has the character to desire or to acquire. Now, of course, our common school system lies at the foundation of our educational system, but it is the foundation only. The men that are to stand preëminent as the representatives of the culture of the community must educate themselves." Is it our part to see that each and every citizen knows of his chance? Then publicity methods assume great importance in this task, and the various types of publicity with which we are experimenting must be studied carefully for results.

LINDA A. EASTMAN, *Librarian,*
*Cleveland (O.) Public Library.*

## Results Are Not Easily Measured

OUR activities in the direction of adult education in the Newark Library have been carried on rather consistently but without easily measured results.

The first step immediately after the war was a series of short vocational lists, on thirty or forty different subjects, and a poster "Do You Want to Know More About Your Job?" which was posted very freely thruout the library and the city.

Soon after the war a survey of our situation resulted in the publication of the pamphlet "Newark's Industries and Newark's Library," which summarizes the resources of the Library in the way of books on trades, sciences, periodical and pamphlet literature, and the indexes to periodicals and to recent books on industrial, commercial and other subjects, books and plates on design and decoration and on so-called artistic trades. The suggestions made as a result of this survey were based somewhat on the special report made on the same subject by the committee on Adult Education of the Ministry of Reconstruction, in England. This pamphlet was prepared for the Board of Trustees in Newark, and for business men and manufacturers in the town.

Later in the year a very popular appeal was made to people in general in the form of an advertising circular entitled "Get Wise Quick." The story of this and of the results, which were not many, are told in Nos. 6 and 7 of *The Library and the Museum Therein*.

Perhaps the most effective thing which we have done was our list of "Books for the Book Shy," printed originally in *The New Student*, and reprinted in many thousands of copies and distributed widely in response to a surprising demand.

The list "Books on Man," reprinted from James H. Robinson's "Mind in the Making," was another endeavor to bring books of the character of "Books for the Book Shy" to the attention of readers.

We have quite frequent requests for advice on a course of reading from persons of limited education, and for suggestions for the purchase of books for private libraries, from occasional ambitious, serious-minded people. These requests seem to come more and more frequently, we hope as a result of the advertising described above.

BEATRICE WINSER, *Assistant Librarian.*
*Newark Public Library.*

## Every Book Properly Used is Educative

DESPITE the supplementary efforts of libraries in aiding juvenile education, we must concede that the burden of proof in the training of children is with the school department, to be aided to the utmost extent by the work with the schools that every library offers. I presume never were more children's books poured into the schools and circulated from juvenile departments than at present. In New Bedford we have two hundred school rooms supplied with selected children's books furnished by the library, which add very greatly to cultural education, but the education of adults rests very largely upon individual initiative and the aid which public libraries can give. Again that education is divided into the work with the native born and with the foreign population. The latter is a serious problem, when, as in New Bedford, 75 per cent of the population is of foreign birth or parentage. The education of adults differs from the work with juveniles in that it is general, and decidedly not compulsory. We cannot use the language or spirit of the irascible Dickens' character who is reported to have said, "Curse your souls and bodies, come here and be blessed." We may induce the public to come to the library and be blessed, but a strong amount of compulsion cannot be used. The School Department, the Y.M.C.A., the Y.W.C.A. and other organizations of a public and semi-public character are doing a great work in the the education of foreigners. The library co-operates by furnishing books, in offering rooms for study groups—we have two rooms thru the winter months occupied four times a week with adult illiterates, who are being trained in familiarity with the English language and with some elementary work in civil government. Our lecture hall is constantly used for similar purposes; the librarian goes out to various groups and preaches the co-operation of the library with these groups; we buy books in all languages, and books of special importance for teaching English to the foreign born. For the general public, foreign and native born, we publish short reading lists, and, as with the foreigners, we frequently address all sorts and conditions of men and women in meetings, calling attention to the resources of the library. The Massachusetts Immigration Board has proved useful as a liaison between those who need help and those of us who can give it.

In the various branches, in sections wherein certain groups of foreign born reside, we place

books suitable for their needs. In the purchase of books in foreign languages, we consult with men of intelligence of the various nationalities, and list new books in the papers published in foreign tongues.

We feel that every book properly used is educative, not only books pertaining to history, biography, and the manual arts, but books on cultural subjects as well. Teachers' classes in psychology use our lecture hall, and we buy freely on the request of those who attend the courses.

Book talks weekly thru the winter by volunteers bring to the attention of many the good features of books, old and new.

The question of the librarian as a censor of morals, either conscious or unconscious, is a pressing one, with the so-called "young intellectuals," and others old enough to know better, seeming to disregard in their fiction all reference to the ten commandments but the seventh, and that more honored in the breach than in the observance. With few critics whose judgment on books is helpful, the library, which aims to give the best to its readers, has its difficulties, but in New Bedford, as elsewhere I presume, the library officials do their best keeping in mind that good service is to be rendered both in the selection and the distribution of books, and that the librarian, regardless of sneers of "Puritanism" should, while not being fanatical or too straight-laced, yet preserve his self-respect in providing books that are at least not too indecent, and that have a serious purpose in their writing. There would seem to be a miniature Scylla and Charybdis to be avoided in steering between the fanaticism of those who feel that the most important article in the Constitution is the Eighteenth amendment, and the too liberal writers who emphasize the problems of sex. Meanwhile, as did Columbus we "sail on, sail on and on."

GEORGE H. TRIPP, *Librarian,*
*Free Public Library, New Bedford, Mass.*

## At Threshold

IN adult education in Dayton we have done little more than to set a goal and to define the phrase "adult education" in terms of local conditions. Four years ago we presented a tentative program to our library board on the general lines named below. However, at that time, it seemed to the members of the Board that such a course would be invading the functions of the school, and altho the scheme has not been adopted or included in any annual budget we have nevertheless been working slowly toward its realization. The tentative program briefly stated is (1) to offer university extension courses; (2) to co-ordinate them with correspondence courses; (3) to employ a competent educational advisor who would help the after-school student (youth or adult) in the selection of his university extension course or in the selection of the college or technical school under whose direction he might work most effectively, and who would lay out reading courses for the individual who is supplementing his broken school courses. Thus such after-school students would be afforded by the library, intelligent guidance from high school grade on thru college. In short, the library should act as an educational clearing house for the isolated or individual students to whom such help and sympathy would be stimulating. We should seek to do it upon an organized and systematic basis as a proper public library function in disseminating free information.

What we have really done is to co-operate in the usual ways with the night schools, co-operative schools and Americanization agencies that are developing and fitting methods and courses to the needs of the adult of various grades of ability and opportunity. And we are, of course, dissatisfied with the "usual" for it is more or less casual and haphazard in method. Certain things however are now under way. These are:

1. Penetration of the entire civic community thru the bookwagon, especially gaining touch with the racial minorities and working people at factories and in their homes. This especially gives us the opportunity for learning their viewpoints, but most of all for the timing and applying of books and for studying the people who do not of themselves seek the library.

2. We have an assistant, Miss Davis, with some training in lines of socializing education, who divides her time between the bookwagon and the reference desk at the main library to which she draws many of her patrons. She has laid out a number of club programs for factory girls and colored people, works among Poles and Hungarians, carries pictures from the art school and library to nuns in parochial schools and in other ways connects them with the outside world.

3. Index of free educational agencies. Miss Davis has compiled as a working tool for our reference desk, an index of 27 local institutions and organizations offering to adults 225 courses in 112 subjects.

4. In our new annex, we shall have a room thirty by sixty feet in which we shall attempt

to supply desk room for such after-school students as are following up their courses individually and need the conditions that books and library aid can afford. Here we hope to bring together in appropriate groups the casual and isolated students in various lines and to afford them opportunity for informal and casual interchange about books with the more leisured readers.

5. Our educational project for 1925 is the definite integration of the curricula of the various existing local educational agencies with the library's resources in books.

Thus you see we have developed as yet no special technique. We are feeling our way into the problem and trying to grow as circumstances and limited means permit. Of tangible, well analyzed results—we have nothing to offer. Our work "has a future" for none of it is a *fait accompli.*

Our "Friends of Reading" organized about six months ago chiefly from the younger members of the staff have here a congenial work to do. Already they have had a course of lectures to which outsiders were invited. Nine of them are taking University courses themselves thru night schools and Saturday work and in the second semester we look forward to opening our first university extension course for library staff and "Whosoever will."

ELECTRA C. DOREN, *Librarian,*
*Dayton (O.) Public Library.*

# An Out-of-School Division

ACTIVITIES of the Indianapolis Public Library in adult education are for the most part in the formative state. This library finds that its efforts lie along lines of endeavor; that of definite co-operation and promotion of work with educational agencies thruout the city, and that of the preparation of reading courses for patrons wishing to continue their education thru systematized reading.

In promoting the first line of work, a directory of the adult educational agencies in the city was prepared, giving information as to the name and address of institution, the type and time of meeting of classes, the names and telephone number of secretaries or instructors. This list is arranged in one file under subject of courses, and in another under name of schools. As these classes start the assistant visits the school and leaves with the students a directory of the branch libraries in the city with a suggestion that he use the one nearest his home, at the same time urging the instructor to bring his classes to the library. This latter is particularly true in cases of classes for foreigners. The co-operation of the library is offered in any way possible, such as deposits of books or individual student help.

In the preparation of reading courses this library has made some progress, altho our work is comparatively new. In the first place an effort has been made to obtain from all sources possible reading courses already prepared, check these with the book stock, and file by subject with all courses and lists which had previously been prepared by this staff of books already in the library. Much help has been received by the assistant from other members of the staff, who being specialists in their fields, discover courses in their own subjects and bring them to the notice of this division. We find that there are already persons coming to the library who really want to do systematized reading and it but remains for the assistant dealing with them to recognize this and send them to the Out-of-School Division for special service.

Considerable study has been given to methods of advertising. Several plans have been made and are in process of development. First a list of the students dropping out of high school last year, as well as those graduating, is being made and cards sent to these students, urging them to use the library as their continuation school and suggesting that the Out-of-School Division will be glad to prepare reading courses for them along the line of their work or special desire. Articles announcing this service have been sent to the community papers and the daily papers. These efforts together with posters in the branches and corridor of the Central Library, and several factories and stores, constitute special plans for the immediate future.

Methods of giving assistance to patrons wishing reading courses have been developed, and the assistant is working on a permanent collection of books to be used in dealing for the first time with a patron, to hold his interest while the course is in preparation. The Out-of School Division is located in the Delivery Room of the Central Library, thus making it easy of access for the casual or timid caller.

CHARLES E. RUSH, *Librarian,*
*Indianapolis Public Library.*

# An Educational Clearing House

THE School and Teachers Room of the Los Angeles Public Library makes a special effort to collect books and pamphlets on adult education in this and other countries. Publications of the World Association for adult education, the Adult Education Committee of the London Board of Education, and the Workers' Education Bureau are on file.

An alphabetical index of over one hundred and fifty courses given for adults in the Los Angeles evening schools, enables the attendants to tell an inquirer where he can find instruction in color cement, architecture, plumbing, commercial law, or other subjects.

Advice is given every day to foreign students desiring college or evening courses, to maids in homes who wish to study English on their free afternoons, to men and women who are busy during the day, and wish to study in the evenings.

A bulletin board is maintained in a library corridor thru which all who use the Periodical room, the Boys' and Girls' room, and the School and Teachers' room, must pass. On this board are placed announcements of courses in night schools, university extension, and public lectures given by the museums and such organizations as Friends of Our National Parks, and the Audubon Club.

Exhibits of work done by the Trade Extension School operated by the Board of Education, have been held at the Library, and have been the means of directing many students to the school.

The Extension Division of the University of California uses the Department as a distributing point for circulars, and many people come to the room with the expectation of finding these here.

A list of recent publications of interest to teachers of non-English-speaking adults is sent to them each month.

Classes from night schools are shown the different departments of the Library, and are instructed in its use.

An exhibit of books, pamphlets and book lists on adult education was shown at a meeting of the State League of Women Voters.

Instruction in the use of the Library is given to business college students. One college keeps a record of students who have had this, and as soon as twenty students who have not had the class are on their record, they are sent to the Library.

Each department in the Library can tell stories of persons who have educated themselves thru systematic use of its resources. A commercial artist who has become a sculptor, a disabled soldier who studied Japanese prints until he learned to illustrate books—friends of the Library in many different professions testify to the Library's aid in giving information and in directing the inquirer to other agencies where he will find what he needs.

FAITH SMITH,
*School and Teachers' Department,*
*Los Angeles Public Library.*

# The Immensity of the Job

SEVERAL years ago, before the interest in this subject became so intense and so wide-spread, California began to think about adult education. At that time we had not, of course, phrased its title, nor did we enter upon the job with well determined ideas as to how it should be attacked. There was, however, a feeling for it, a desire to try it out. The State Library as long ago as 1904 sent out so-called study club collections to individuals and groups remote from lecture halls and even libraries. No doubt much good was accomplished thru this; but the immensity of the job was staggering. In 1911 after the enactment of our county library law we decided to modify our methods. Then a systematic scheme of adult education, largely thru the use of books, became possible.

One of the important elements in a plan for bringing information to a state must be a system of well developed distributing points. Our forty-two county libraries alone, to say nothing of the public libraries in cities, have more than four thousand branches, each one a real distributing point not alone for the few hundred books on its shelves but also for the thousands at county and state headquarters. Nor is this plan merely theoretical; it is an active, growing practice, increasing in reach and power just to the extent it is being properly financed. The county part of our system alone is supported by a sum totaling about $1,250,000 annually.

Another co-operating element in our plan is the University of California—doubtless to some degree all the institutions of higher education in the state are doing some work in this field—which had in 1923 an enrollment of 25,201 extension students. Not so many of these persons are, I imagine, interested in degrees as they are in learning definite facts and

in increasing their intellectual power. The University does not, however, furnish texts and assigned readings in these courses. Many probably buy books, but doubtless the greater number secures them from public and county libraries.

The radio is a thing of possibilities which are as yet scarcely imagined. It is an instrument which will probably for a time at least draw readers away from books. Its ability to bring a good dance orchestra into the home may prolong the terpsichorean life of thousands who would not take the trouble to go to the hotels on Saturday evenings. And if Havelock Ellis, the new patron saint of the dance, be right in his philosophy the human race will be better and happier when it learns to trip on musical toe down the decades toward three score years and ten. But on the other hand the radio will mean a greater use of books. In rapidly increasing thousands men and women are going to use the radio for study. The other evening I heard the concluding remarks of an instructor who had been giving a Spanish course. Twenty-five thousand persons had enrolled, followed the lessons on the air, studied their texts and when the end came asked eagerly for more. Without books they cannot go far. New tides at first may seem to ebb away from the library, but when the flow sets in the flood of readers reaches new high levels.

The aim in every state should be to arouse interest in study, to increase the number of students, and to use whatever means may come to hand to meet demands. We may safely assume that intellectual stimulus will in the end be of great popular benefit; and will offer the library another opportunity by which to fulfil its mission.

MILTON J. FERGUSON, *Librarian,*
*California State Library.*

# Chicago's Readers' Bureau

THE Readers' Bureau in the Chicago Public Library continues to function on the same limited scale upon which it was begun a year ago. The chief results thus far have been a clear demonstration of the public response to such a service and of its practicability along the lines that were projected in its inception. The guiding principle is strictly *individual* service. Reading courses are compiled for each applicant after an interview, and are prepared with reference to his particular problem. They resemble, in this respect, the physician's prescription. A second element in the plan is the provision of the books as needed, even to the extent of buying additional copies for this purpose. The student is not sent to the loan desk for his book, with the chance that the stack copies may be all in use, but is provided with his copy from the Readers' Bureau office, to which he also returns it when he is ready for the next one. Continuity of interest is thus assured and frequent conferences and reports of progress, with incidental revisions or adjustments of the prescribed courses are made possible and have proved very helpful to both parties. There are at present 176 active students. The number of separate courses prepared during the past twelve months was 164; the number of students enrolled, 304; many courses being used by more than one student. A great variety of subjects was included in the applications, most of them of a cultural nature. Literary courses numbered 98, of which 22 were in modern literature, 11 in drama, 13 in short story composition, 12 in the study of fiction, and 15 in general literary history. Among other courses prepared for applicants were: Fine arts, 11; economics, 8; good English, 19; journalism, 7; "psychology," 23; religion, 5; history, 15; general cultural courses, 9. Eighteen persons asked to be guided thru one to four years of high school work. Many of the courses asked for are special rather than general in character. Several have been prepared for educated foreigners desiring to learn English; one for a Hungarian who is combining this with the study of drama technique to prepare for translating Hungarian plays. Appropriate reading for prospective European tourists, for a class of teachers in Americanization among Jews; in interior decorating, personnel training and banking practice, are among the topics recently requested. A course of general culture for a business man conscious of his deficiencies, and one for the intensive review of high school subjects, which enabled the student, after a long interval in active business life, to pass a university entrance examination, may also be mentioned. Extra copies of books required to serve each student without delay or interruption involved an outlay of less than $1,000 for the year.

We are not ready to make deductions or to draw conclusions from our limited experience. For the present we are content with the knowledge that there is need for a service of this kind and that, when the means became available for its development on a larger scale, with an adequate staff and provision for ample

book resources, there will be no difficulty nor uncertainty as to the response on the part of the public toward this and all similar experiments in what Dr. Learned in his admirable book calls "Organized Public Intelligence Service."

CARL B. RODEN, *Librarian,*
*Chicago (Ill.) Public Library.*

## Service to the Privileged and the Underprivileged

NOT so many years ago, we librarians borrowed from the field of business a brand new idea. It was called Advertising. We took it up with zeal, in fact so earnestly that some of us failed to observe that many public libraries had been advertising for years but they didn't know it—at least by that name. For example, the term "house organ" sounded like an unheard-of publication in library circles, and yet quarterly and monthly bulletins had been issued by scores of libraries for a decade or two. They were "house organs,"—nothing else. However, the real contribution of the advertising urge was to create a consciousness of the need of systematic and sustained publicity, an idea which had not previously existed; and also the development of a technique and skill in the art of attracting the attention of the community and winning its interest in the public library and its service.

In this matter of adult education, a somewhat similar situation appears to exist. Public libraries have been helping to educate adults by the very existence of their collections of books for older readers and their corps of trained or semi-trained assistants. But we have never given this service a name. It has had no identity. Consequently, we find ourselves in need of a developed skill that will make this phase of our work more effective and enduring.

The Providence Public Library may properly be included in the group of libraries referred to. It has never instituted a definite program of educating the adult population within its influence. And yet, by a rather extensive policy of dividing up its work with adult readers, and segregating its most important activities, the Library has, in a measure, tried to contribute to the education of its adult population. For, in addition to the conventional circulation, reference and periodical departments, the organization at the central library also provides for a foreign department with its special assistance to the Americanization movement: the industrial library, with its service to the ambitious mechanic and engineer; and the art library, equipped to serve the needs of the students and lovers of music and art. A business branch in the down-town section shares in the education of another group of adult readers who have a special interest in print.

In this problem of adult education, there are two important groups more prominent than the rest. First, those who have had what might be called a reasonable minimum of educational opportunity, or better. To these, the Public Library serves as a bibliographical laboratory, supplying the readers with the books and other printed matter with which to carry on. The Providence Public Library cooperates very actively with extension courses at the several colleges in the city, reserving collateral reading for the members of the classes, and often printing and distributing lists of suggested reading. Courses of reading are also encouraged by the circulation of multigraphed or printed outlines among those who are not members of organized classes.

Second, the great mass of adults who have had little or no educational advantages—the underprivileged—for example, the three million native born illiterates or the two million who have come to our shores via the channel of immigration; and it is this group that any program of adult education should consider first, because they need it most. In Providence, a city situated in a state where twenty-nine per cent of the population are foreign born, it is quite fitting that there should be a foreign department in the Public Library actively engaged in the process of molding American citizens. Every Friday night thruout the winter, a class in Naturalization meets in the Library's lecture hall.

In order to help the countless young men and women with ambition and a desire for more knowledge, who, capable of reading and writing, cannot qualify for evening high school and will not suffer the embarrassment of sitting with the youngsters in the grammar grades, arrangements are being made in Providence to bring the Public Library into the education process. A plan is being developed whereby the most satisfactory books on the fundamental subjects in the high school curriculum will be available at the Library for these young men and women who are obliged to study by themselves.

In those who are reaching terminal points in their educational careers, we are also interested. Talks on the importance of continued education and the value of books in daily life are given to the members of the graduating classes in their grammar schools by the libra-

rian and his associates, hoping to reach those boys and girls who will stop their formal education at that point and will soon be classed as adults, in the eyes of the community and in their relations with the Library. To reach the young men and women who are about to be graduated from the evening high schools, a plan is under consideration which cannot be described at this time.

The feature of the present-day discussion of adult education which possesses the greatest amount of the spectacular element is the reading advisor. This has not yet been introduced at Providence *per se*. The information desk of the reference department receive many requests for advice and suggestion in courses of reading and study both for groups and for individuals. But no separate department has been set up nor has a title been given to any member of the staff who performs such duties incidentally. When the administration of the Library is satisfied that it possesses assistants sufficient to cover the Library's working day and capable of advising and directing the systematic reading of ambitious men and women with interests as varied as the range of human knowledge itself, perhaps this feature may be introduced. Until that time comes, we hesitate to establish and broadcast a programme involving this service on a large scale because we are confident that we could not meet the demand we should create. If any other libraries can, we rejoice with them in their goow fortune.

CLARENCE E. SHERMAN, *Assistant Librarian, Providence Public Library.*

# Co-ordination of Educational Agencies

IN Milwaukee it has been deemed best to place some emphasis upon library work with those adults who have already indicated an educational eagerness by registering for regular instruction in some of the many local educational agencies. The registration for courses offered by various agencies shows there are over 41,000 adults in the city registered for some sort of definite instruction, exclusive of those registered in the various correspondence courses—estimated at 15,000—exclusive of the members of study clubs, women's clubs, dramatic clubs, etc., exclusive, also, of the groups doing educational work under the auspices of the labor unions, and, also, exclusive of those reached by the educational work done among foreigners and others by the churches. In other words, there are over 41,000 persons in Milwaukee who are earning wages and at the same time taking regular definite work under local hired instructors. To co-operate with the agencies giving this instruction and to these 41,000 adults has seemed an undertaking of primary importance.

The library not only maintains a catalog of organizations offering instructional courses for adult students, but it has also a complete card index of the various courses offered by each with a statement of the kind of person each is designed to accommodate. There is a constant and increasing demand for this information. A young man wishing courses in railway efficiency was directed to the Federal Railway Institute. Thru the International Institute of the Y. W. C. A. teachers were found for a Danish waiter and a Greek priest who were unable to attend the regularly organized courses in English for foreigners. A carpenter, wishing to study architecture, was given the names of schools offering courses adapted to his needs.

The Library has also laid considerable emphasis on the work with labor unions. Miss Tompkins, who is in charge of the adult educational work, has the complete confidence of the leaders of the labor union movement. She has been invited to attend and does attend practically every meeting of the Federated Trades Council; she has at the request of the Federated Trades Council prepared and circulated selected reading lists on economics, sociology, and related subjects. Some of these lists have been sent out by the Council to the unions under the council seal and over the signature of its secretary with a letter commending the library to all the members of the various unions. She has placed collections of books before the Federated Trades Council, takes collections to the various trades unions, and frequently talks to the members of the unions.

The Readers' Bureau, similar in nature to that established recently by the Chicago Public Library, is a means of distributing service and books to a large number of persons. "Reading with a purpose" is the heading under which individual service is offered patrons of the library not enrolled for instructional courses. For any person wishing to do systematic reading in a particular subject a list of the best books and articles available is compiled. Each list is made after a personal interview between the reader and the assistant in charge, in order that his tastes and requirements may determine as far as possible the character of the list. This service is being rendered by the information librarian in co-operation with the chief of the department of adult education.

Library-social case work is a recent and unique development of the adult educational service of the Milwaukee Public Library. At the request of the head worker of the Abraham Lincoln House a Jewish settlement) a member of the library staff gives special assistance to the patrons of the settlement. The field for such a service was discovered thru a vocational survey of several of the public school graduating classes of 1924, which revealed a general lack of interest in books and a low standard of reading on the part of the pupils.

This combination of socal and library work represents an experiment in applying social case methods to library service. The library-social worker interviews those wishing advice regarding books, prepares book lists, attends club meetings and assists in making of their programs, supplies material to persons appearing on the programs, and makes up collections of books for special occasions.

Educational work with foreigners is, of course, emphasized here as elsewhere. Experience would indicate that possibly the best results come from the carefully organized and supervised visits to the library of various groups of foreigners, many of whom take out cards and actually borrow books, and a very considerable number of whom are well educated in foreign schools and qualified to make excellent use of all library facilities.

MATTHEW S. DUDGEON, *Librarian,*
*Milwaukee Public Library.*

## In the General Field

"OUR library is not doing any unusual things in the way of adult education, altho the chief aim of most library work is adult education and the *continuous personal assistance* to individual men and women is the best possible way of helping them. . . . In the meantime we are trying to be the Community Intelligence Service which Mr. Learned speaks of, in every branch and department of the library." "Our efforts are largely of the sort that Mr. Jennings classified as 'indirect activities' in his address at Saratoga Springs." "I am not sure how fancy a thing has to be to rank as an adult education undertaking. In order to have your symposium as complete as possible I will mention one or two features of our work which might, in a general way, be considered as adult education."

The general tenor of other replies to the LIBRARY JOURNAL questionnaire is indicated by the quotations above. The many varieties of library service performed by the libraries reporting all contribute to the same general end of adult education even tho they are not directed by an officer or department specifically assigned for the purpose.

In Hartford, Conn., there are twelve or fifteen societies which are working in different ways to help adult education, writes Caroline M. Hewins. "The Library's part in it is to invite the evening-school pupils who are learning English to come with their teachers on a stated Sunday afternoon, see what we have that will interest them, and learn how to become card-holders. The secretary of the Bureau of Adult Education, Howard Bradstreet, assumes the responsibility of guaranteeing the return of books, and in three years only two or three have been lost. At our Sunday afternoon receptions, if that is not too formal a word, we take pains to show the young men and women where to find the books in the languages of the countries from which they or their parents have come, and also, easy, but not childish stories, histories and biographies, in English, written in a pleasant style. We have had printed a short list of such books, and give every one of our visitors a copy. Our last Sunday invitation brought seventy evening-school pupils from ten to twelve nations.

"A committee of the local D. A. R. chapter meets a club of Italian women once a fortnight, sells material for children's clothes at wholesale prices, shows the mothers how to cut and make them like American children's, provides music, story-telling or some other form of entertainment, and serves coffee and crackers. One member of the committee makes the coffee, and others take care of the babies and little children whom their mothers cannot leave at home.

"Three or four years ago, there was a two weeks' exhibition in the Morgan Memorial Museum, which the Library adjoins, of household treasures brought from their native countries by new Americans. The Committee and the exhibitors sent guardians for the exhibit, which contained many interesting and valuable articles, and ended with a pageant in costume in the Tapestry Hall of the Museum, by representatives of the nations."

The Houston (Texas) Lyceum and Carnegie Library co-operates with a great deal of the studious effort of the community, writes Julia Ideson.

"We buy books freely and special effort is made to see that the students desiring them get them. We supply books for the University of Texas extension work, law courses of the

Y.M.C.A., banking courses of the Banking Institute. Sunday school teachers, Y.W.C.A. directors' courses, teachers and instructors of the County Institute and City Institute.

"We, of course, do a great deal of work with the women's clubs and the study clubs. We work with the local nature study club in its effort to develop interest in this locality. We have also a very good collection of business books and systematic effort is made to call the attention of the business men through their various organizations to these. We get in touch with a number of night school classes, especially the foreign classes, and invite them to visit and use the library and groups of these students are occasionally brought by their teacher. We receive regularly from the City Health Department the list of births for the week and letters are sent immediately to the mothers containing the Children's Bureau list of books on the care of children. They are urged to use the library and the library's large supply of Holt's and other baby books are in constant demand.

"Several organizations which have recently made a study of the Constitution of the United States have been supplied with general books on the Constitution and the small copies of the Constitution published by the United States Bureau of Education have been distributed freely on request.

"If the information supplied by the newspapers on many and various subjects can be a part of adult education then we are co-operating in that also, for the four daily newspapers use our Reference Department constantly for answers to inquiries."

The Manchester (N. H.) Public Library is continually striving to live up to its belief that the library is part of the educational system of the city and stands ready to carry on the education of the individual after leaving school, writes F. Mabel Winchell. "We make reading lists for any individual or group on any subject on which we think we can induce them to read. We do not wait to be asked." Classes from the evening schools, composed mostly of foreigners, are shown over the library and invited to register.

Gratia Countryman, librarian of the Minneapolis (Minn.) Public Library, describes the "continuous personal service" of that library as follows:

"We visit every night school in the city and register every adult as a borrower. We tell them about the library, give them lists of helpful books, and the address of their nearest branch library. We are in court every time second papers are issued to new Americans, and see that every man and woman is provided with a library card, the address of his nearest branch, and a list of Books for New Americans. When applications are made for second papers two months in advance, we furnish material for their examinations upon request, and offer them by special card of invitation any help they want in preparation for examination. We furnish rooms for University Extension classes, and the adult day classes of the public schools, and Americanization classes.

"We have libraries in sixty business houses, all telephone exchanges, all street car terminals, many fire-engine houses. We co-operate with the educational directors, welfare workers, or any educational classes going on in these places, stimulating them to thoughtful, serious reading and furnishing the necessary books. Our hospital service, while existing primarily to tide convalescents over a difficult period, does find many adults who take advantage of enforced hospital residence to do good serious reading for a purpose.

"We expect to put on an organized work for adults as soon as the best way appears and a thoroly digested plan can be worked out."

This year for the first time the New Haven (Conn.) Free Public Library will have systematic instruction for the Americanization classes in the evening high schools. A member of the staff will address each class in the classroom and each class will visit the library for explanation of the use of the library. L. Lindsey Brown, assistant librarian, writes: "Last winter I gave one talk to a group of labor leaders on the use of our technical books. A so-called labor college was conducted here at that time and it is my understanding that this year three courses will be given, probably by members of Yale University. I hope to have an opportunity to address the students at the 'labor college' on the use of the public library."

Reporting for Sacramento, Susan T. Smith writes from the City Library:

"I have always felt that the library had rather over-emphasized service to schools. My experience in reference work in the State Library proved that education does not stop with graduation and that the most ardent students are the adults. Our library makes an effort to secure all of the books or as many as we feel able to purchase, that are used in various university extension courses and reading clubs, as well as special courses that are now being given in our junior college, in which a number of people not teachers are participating.

"We also try to get our borrowers to read something beside best-seller fiction and have

been quite successful with our display racks of essays, travel, biography, etc. I am now working out a reading course for a young girl who wishes to beome more familiar with the better kind of literature."

The Seattle Public Library has not yet established a specially organized department for adult education tho it has for years been rendering many services that would classify under that heading, says Judson T. Jennings. A few of these services may be mentioned by way of illustration. The information desks in the circulation and reference departments perform many of the duties usually assigned to "readers' advisory bureaus." The work with adult foreigners and the night schools has been quite thoroly organized and is described in Dr. Learned's book "The American Public Library and the Diffusion of Knowledge." The teachers' room has on file a large collection of vocational data. The reference department conducts a highly developed service to women's clubs. The circulation department prepares lists for the banking, insurance, and real estate businesses, which have been endorsed by the officers of these firms and institutions for the use of the younger men. These lists are made in consultation with experts and are revised annually.

"We feel, however, that in many cases these efforts have not been thoro, or systematic, or efficient and the library will welcome the opportunities that may be developed by the A. L. A. Commission on Adult Education to extend its service to other educational agencies, to systematize its own direct educational service to individual readers, and to render more efficient help to the various groups of people that comprise the community."

Mary S. Saxe contributes a note from the Province of Quebec. The Westmount Library "to improve adult education, so-called . . . is sprouting a new wing (we get our wings one at a time in the library world). This wing will mean a better music library, a better art department, and more space for our reference work. Thru a library column in the Westmount *News*, each week we drop words of wisdom that cause people to improve their reading. We always offer to prepare lists for reading along certain lines, Winter reading, Summer reading, certain periods in history, etc., etc. But we do not hit people over the head with a volume and say, "Here, read this"—nor do we ring their door bells and nag them to join the library."

"Books for Grown-Up Students on Public Library Shelves" is the heading of an article in the Youngstown (Ohio) *Vindicator* of September 11. Gentiliska Winterrowd, reference librarian, has this summer built up a collection of books for home study. Some of the subjects in constant demand are arithmetic, stenography, grammar, nursing, auto repairing, interior decorating, printing. A list of new titles for more advanced students is included in the article.

The library commissions of the country carry on the work of adult education thru the same agencies as the public libraries; special divisions and bureaux, readers' clubs, and reading lists, with the added necessity of covering a much wider physical territory.

Such library work as the Library Extension Division of the New York State Department of Education carries on in the line of adult education is purely with study clubs, writes William R. Watson. The service has been in effect for the last thirty years. During the past year libraries were sent out to approximately 250 clubs on such subjects as travel, art, history, literature, etc. In addition about 100 study club programs were loaned to clubs for use in making up the year's course of study.

The Arkansas Free Library Service Bureau, intended to serve as a library commission, began its work last August. It circulates 5,000 books thru traveling libraries and answers all reference questions.

Other commissions promoting readers' clubs are those of Illinois and Oklahoma. The Library Exetnsion Division service of the Illinois State Library has enrolled readers in ten reading courses for the past three years. A State Certificate signed by the Secretary of State and the Superintendent of the Division is awarded to readers completing a course. The Oklahoma Library Commission last November appointed Mrs. J. R. Dale to collaborate with the U. S. Bureau of Education in handling the latter's Home Reading Courses in Oklahoma. The Commission has all the books used for the courses and loans them direct to readers.

Special bulletins and lists are effective means of promoting reading. The New Jersey Public Library Commission compiles lists for such organizations as granges, American Legion, Eastern Star, parent-teachers' organizations, Bible study classes and clubs, which in turn publish them in their official bulletins. The July fifth issue of the University of Iowa *Service Bulletin* explains the aims and scope of adult education in connection with the library. Some of the lists of the Massachusetts Department of Education Division of Public Libraries bear such titles as "Adult Education Through the Library: Books for New Americans," "Books for Parent-Teachers Associations," "Vocational Education."

# Some Pertinent Facts About The Survey

THE general questionnaire which will form the principal basis for the Library Survey is now in the hands of the printer, and it is expected that all copies will be mailed not later than November 15. This general questionnaire will be sent to all public libraries of more than five thousand volumes, and to all college and university libraries of more than five thousand volumes. The Survey, of course, will include libraries of all types, and also the small libraries of less than five thousand volumes, but it has not seemed feasible to have the general questionnaire cover a wider field than that indicated above. Special libraries, institutional libraries, and school libraries of all kinds (including all preparatory schools, normal schools, and graduate or professional schools) will receive, a little later, separate questionnaires, more closely adapted to their work. The very small public and college libraries will also be the subject of special inquiry a little later.

As to the long-promised questionnaire which is now in press, we hope that the unknown terrors which the document is supposed to have stored up for the librarians of the country will be found less terrible than may have been anticipated. Obviously, a questionnaire which is designed to cover thoroly every phase of public and college library work, could not be printed on ten or twelve pages. Everyone who has ever made a questionnaire (and few there be who have not) on one phase, alone, of library work, must realize this fact. But if the mere length of the document, on its arrival, is disregarded, we are convinced that closer examination will show that it does not call for so impossible an amount of time as the first glimpse of it might seem to indicate. Many questions (indeed some entire sections) apply only to the very large libraries, and may be ignored by the smaller. Many questions apply to public libraries, but not to the colleges, and *vice versa*. Furthermore, probably two-thirds of the document consists not of questions, but of white paper, for we have tried to allow plenty of space for the answers to the questions.

We can think of only four reasons which could cause any librarian to fail to give the questionnaire the desired attention. First, a feeling that one's own library is so small and so limited in scope or resources that its replies would be of no value. This would be an utterly mistaken view. We need full information concerning *every* library, large or small, well supported or barely kept alive. Second, a feeling of indifference: a willingness to profit by the information gathered from other libraries, without a corresponding willingness to contribute one's own quota. That any librarians may have such a feeling may be dismissed from consideration, as unbelievable. Third, inability to give the necessary time to answering the questions. But no one, we believe, will be either unable or unwilling to find this time, if not restrained by the fourth reason: that he does not believe the Survey is worth while. This is an objection which can be met only by a definite statement of what the Survey is intended to accomplish. Its ultimate value is evidently not demonstrable in advance, and its desirability must be judged by the purposes which it is hoped to accomplish.

The object of the Survey is to give an honest, fair, unbiased statement of facts, based on actual conditions in library work in America, concerning every phase of library maintenance, administration, and service. Any librarians who do not believe that this is worth doing would be unconvinced by anything else that we could say. Those who do believe it is worth doing, will realize that their co-operation is essential. It is our hope that the published report of this semi-centennial Survey will have a value, for the librarians of today, fully equal to the value which the 1876 Report had for the librarians of fifty years ago. Whether this goal can be achieved or not, does not depend on the director of the Survey, or on the Committee which has the Survey in charge. It depends on the whole body of American librarians, individually and collectively. We have enough confidence in the library profession of the present day to believe that the goal can be achieved.

The original intention was to send out the questionnaire in two or more sections. Opinion generally, however, seemed in favor of having the entire questionnaire come at once, and this course was found to be more feasible.

The questionnaire will inevitably meet with much criticism, for it is (inevitably) incomplete and imperfect. This renders it the more important that each librarian should endeavor to nullify its imperfections by the perfection of his answers. It was not possible that every question should be phrased in exactly the form which would best fit conditions in each individual library. If some questions, as they are worded, do not apply to your work, but could be modified so that they would apply, please answer the question that might have been

asked. If there is anything in your work which is not touched on at all in the questions, please call our attention to it, with full information. It will be of interest to others; and we may be able to get information from others on the same points.

"Neither laws, nor opinions, nor even constitutions will finally convince people; it is only the concrete facts of concrete cases." The Survey is not intended to prove anything, or to convince anyone of anything; its reports will contain no argument, no propaganda, no *obiter dicta* (and a minimum of statistics). But it does want to ascertain "the concrete facts of concrete cases." In so far as we can get the facts, we believe the results of the Survey can be made worth while.

Please give us the concrete facts.

C. SEYMOUR THOMPSON, *Director.*

# Plans for Children's Book Week

BY MARGARET BREED
Children's Librarian, Olivia Raney Library, Raleigh, N. C.

MANY of the suggestions given here have been taken from articles appearing recently in THE LIBRARY JOURNAL and elsewhere. They are here set down at the request of many who heard them at the conference of the Southeastern Librarians at Asheville, N. C., on October 18, to form a kind of check-list of practical Children's Book Week activities.—Ed. L. J.

## PURPOSE

Make your town or city think, breathe, and absorb with its meals the thought of juvenile books, for two weeks before Children's Book Week and during Children's Book Week. Make it realize that we are no longer living in the "Elsie" age, but in an age in which the placing of beauty in literature and art is the main issue, not only with librarians and parents, but with everyone. In making the children's library the center of this activity, you are waking the town to the fact that for tax-payers who have children, it is the biggest thing the town is doing—not even second to the school system, for does not the library teach a love of books which may mean the salvation of the child grown up. Sell the idea of a good and well-supported Children's Library to your town by making the population realize the value of safe reading—to be found only in a properly conducted juvenile library. First, teach your public that the child should read for pleasure, thereby unconsciously absorbing beauty and real knowledge. Second, teach it that its children can be turned loose in the average children's library to find these very things with safety, as in no other place. And, we might say, third, teach the parents to know a worth-while book when they see one.

## PUBLICITY

"It pays to advertise" applies just as much to Children's Book Week as it does to a commercial enterprise. With so many things to absorb one's attention these days, even public institutions have to keep telling the public what they are dong, to be appreciated. The library is no exception, in fact it needs advertising more than any other public institution. Send out, therefore, the card miniatures of the posters to members of the Woman's Club, Rotary Club, Kiwanis Club, to book clubs—being careful of course not to duplicate—to Parent-Teachers associations, etc. Make talks also, very short ones, before these various organizations. And in all this do not forget the secretaries of the Y. W. C. A. and Y. M. C. A., the Boy Scout executive, and the leaders of the young people's leagues in the various churches. Put posters made by the school children and those published by the National Association of Book Publishers in the store windows; and in some of the most prominent stores, if possible, tableaux representing well known juvenile books, the characters dolls in proper costume, in addition to the posters. Also put into the store windows exhibits of books. If you put bookmarks into the books issued, paste the little stickers made from the poster design on them. If possible, use the motion picture slides in the local movie theatres. And then there are the feature stories accompanied by pictures and the ordinary announcements in the local papers.

## LIBRARY EXHIBITS

Classified exhibits, accompanied by posters and doll tableaux, collections of beautifully illustrated books—especially the classics—collections of boys' books, of girls' books, of picture books, juvenile magazines, and books for teachers and parents on all phases of child-study. Then an exhibit of books especially suitable for Christmas gifts, in various good editions.

### SPECIAL ATTRACTIONS

In the library a different attraction for each afternoon. One afternoon it might be a play stressing the proper care of books. One can be found in the November, 1923, number of the *Normal Instructor and Primary Plans* magazine called "The Trial on Book Hill." Then a play bringing in many different beloved characters from juvenile books. An example of the type of play is "Friends in Bookland" published by Macmillan. Then there are the usual talks on worth-while books for boys and those for girls by leaders in work with boys and girls. At Raleigh this year we are going to have a talk on famous illustrators of children's books and to illustrate the talk with lantern slides and the film being put out by the Brayco film people. If you are lucky enough to have a famous juvenile author nearby, a talk given by him will be sure to draw well. If you have the room, have a big story hour with music and the best story-tellers available, in costume to suit the type of story if possible. The best posters and book covers made are exhibited in the library, and prizes given. Mimeographed lists of gift books, various prices and editions of the same title being listed, can be made. Covers can be made for these lists by the school children, and the lists distributed to anyone interested in buying books for children for Christmas. Make a poster giving the statistics of the growth of and the work being done by the children's department. Have a popular book contest, both in the schools and in the library. We are going to have our Children's Room fixed up like an old-fashioned book shop, the costumed guides to the exhibit to be the children who did the best work in the summer reading club.

### OUTSIDE

A movie taken from some good juvenile book put on at local theatres—different one at each theatre if possible. Book costume parties and discussions of favorite books at the Y. W. C. A. and Y. M. C. A. and in the church leagues. Special papers at the book clubs and Woman's Club on juvenile literature, proper choice of children's books, illustrators of children's books, and the guidance of a child's reading. The Home Economics Department of our Woman's Club is going to give the proceeds of its November luncheon to the Children's Library, and one of the little plays will be put on at that time. In using the men's organizations, remember Father and Son week. Stress the idea of father and son reading together. Make a special collection of books father and son might enjoy together and call special attention to it. Give the fathers very special invitations to come to the library that week. Talk on the guidance of a boy's reading done by his father. Ask the ministers to give an evening sermon on the importance of good reading as part of a child's heritage. Get the Parent-Teachers association to conduct an essay contest—essays to deal with favorite books and reasons for their being favorites. Get stores to make special displays. In large cities, department stores that have a book department will probably have a book character costume party and give prizes for the best costume.

### ASSISTANCE IN THE LIBRARY

Use children as guides. Have the Girl Reserves take care of the popular book contest, and of the Guest Book if you have one. Get the Boy Scouts to help the guides to protect the exhibits, see that the cars are parked properly, and to help with the stage properties. A local dramatic expert will help you with the staging of the plays, the mothers will help make the costumes, and the public school art director will take charge of the making of the posters and book-cover designs. A capable committee must decide on the best art work and essays. Use every organization in every way possible, for only thru an actual contact and a feeling that one is part of something vital, can a real interest and enthusiasm be aroused.

### STATISTICS

Give the number of juvenile borrowers up to date, the average daily circulation, the annual circulation, the number of books, the number of reference questions looked up in a month. Give a few figures on the outside work done, such as the visits to schools, teachers' meetings, Parent-Teachers' associations' meetings, the story-telling done in home-room periods, especially in the junior high and the high schools, and the reasons for the visits to these various organizations. Tell also how the library helps even the primary teachers in giving collections of books for use for silent reading, and in case of higher grades, reference collections both in the schools and in the library. Also tell of Story Hours, giving average attendance.

In other words—make the town or city know you are there, and not only existing, but very much alive and growing every minute, both in importance and value. And perhaps some day people will ask us to allow them to help in this work instead of our having to beg them.

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Children's Book Week
November 9-15.

American Education Week
November 17-23.

# THE LIBRARY JOURNAL

TWICE-A-MONTH NOVEMBER 1, 1924

A GENERATION ago children were ignored or denied the privileges of most public libraries. Then came the children's librarian and the children's room and for the time children have seemed almost more important than grown ups. Now the pendulum swings the other way and adult education comes to the front, the needs of the foreign-born and the disclosure of our large percentage of illiteracy among adults being stimulating motives. The Carnegie Corporation and the American Library Association are happily responding to the new call, and our public libraries, as summarized in the symposium in this issue, are feeling their way experimentally to the best methods of handling the problem which now faces our library system. The problem is not altogether new, for libraries have automatically been means of adult education, but it has a new emphasis and this is well.

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WHAT then is the work for adult education? This query is not to be answered by any glittering generalities or sounding slogan. It means, instead, careful study of the needs of the several communities, each in itself, for conditions vary in city and country, in industrial centres and agricultural districts, among native citizens and foreign-born, among young men and women passing from their school years into mature life, as well as their experienced but often uneducated elders. It does not mean only technical or trade education, but education in living. It means propaganda, in the best sense, for physical health, for right living, for development of the intellectual and spiritual side of life, for public order and for international peace. These, it must be confessed, are in themselves statements of generalities needing specific application in each community. It is most important in this field of work that libraries shall become acquainted with experiments and results in other libraries, and in this issue we are endeavoring to make a fair start on that road.

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INFORMATION is nowadays the basis of business. This means the expenditure of hundreds of thousands in research departments and tens of thousands in special libraries thru which business houses may keep in touch with the latest developments and incidentally know the lines of competition of rivals. Facts are the chief factors, but there must also be skill in making them available. In Dr. Grenfell's new book, "Yourself and Your Body," he gives the facts of physiology and health in such wise that his book should be on the shelves of every library for the use of parents. "Information" is an important element in the telephone system, but unfortunately its immediate requirements prevent that functionary from telling even the correct time. The information desk has become a feature emphasized in up-to-date libraries as a means of contact with the public, particularly the adult public. This desk, as a rule, not only gives information as to book titles and authors, but is ready to inform inquirers as to the contents of books and, indeed, other facts. The Municipal Reference Branch of the New York Public Library in the Municipal Building has become an information center, well utilized by the municipal officials and placed also at the service of the citizenry at large. Murray Hulbert, president of the Board of Aldermen, has recently proposed a municipal bureau of information, which would in some measure duplicate the work of the public library in general and of this branch in particular. The better, more economical and efficient course might be to strengthen the public library service by appropriations which would make possible the employment of an adequate staff for this purpose and such exploitation as would acquaint the public with the fact that information as to all city affairs can be obtained thru this channel.

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IT will be a sorry day when yellow journalism, by making our libraries its target, in its search for sensations, plays down to the class of readers who most need the service of public libraries by abusing and scolding them. This has happened in Washington in a foolish attack on the Library of Congress, alleging lax methods in its service, whereas there is no library of its kind in the world which gives better administration and more adequate service for the

money it spends. The culmination of abuse has been reached in the Board of Estimate in New York, where other members have joined in the Mayor's philippic against the trustees of the Brooklyn Public Library as "dishonest" in their use of public money. Considering the character of this Board, as of most library boards, and the fact that the Mayor's direct appointees and the ex-officio city members, including the Mayor himself, have a voting majority, the scolding would be negligible but for the fact that it has been made the occasion for a reduction from last year's appropriation of nearly $60,000 for the coming year, which seriously cripples the library service. The witty Justice Grover used to say that there were two ways of excepting to a decision of the court, one to appeal to the higher court, the other to go behind the barn and swear. The Board of Estimate has found a third way of treating the decision of the courts which supported the contention of the Brooklyn Public Library trustees, that they should have control of the administration of library appropriations, by metaphorically knocking out the opposing party thru starvation. The facts are that the city has made appropriations insufficient to pay for personal service in the library system on the admirable scheme of promotion which most libraries practice. These pecuniary advancements starting from comparatively low salaries and won by efficient service, are necessary to obtain and retain professionally trained servants of the public, and library salaries have, on the whole, been so low as to make it difficult to maintain the personnel. To make good these salaries and cover a deficiency only partly covered by the saving where temporary substitutes at lower pay were employed in place of the trained people the library was losing, economy in book purchase was absolutely necessary. The Board of Estimate assumed the right, which the court denied, to say just what salaries the Library should pay and just how much should be spent for books. The trustees acted in the best interests of the Library and the public in allotting the total amount appropriated by the city. It is on this fact that His Honor the Mayor based the extreme charge of dishonesty in handling public funds! It should be added that, in his appointment of library trustees, Mayor Hylan has named men who do honor to his selection and that until recently the Library has had no occasion to resist political pressure for personal appointments.

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THE Institut International de Bibliographie at Brussels, not altogether discouraged by the fact that its great repertoire is for the time shelved, in the obnoxious sense of that word, practically underground, is seeking to reshape itself into a more effective organization. Europe now looks to America for such reinforcement in the way both of leaders and money that the Institut was minded to choose an American president, and asked the American Library Association for a suggestion. In some way the suggestion actually made did not connect up and a curious thing happened. Melvil Dewey is held almost in veneration by the Institut authorities for the invention of the D. C. system, which, tho much modified, is the basis of the classification used for its wonderful repertoire. Consequently, when Melvil Dewey himself was unable to accept the invitation to be present at the Institut meeting, and Godfrey Dewey, his son, was delegated as representative of his father and of what is known as the Educational Foundation of the Lake Placid Club, the hereditary principle was invoked, and he, probably to his own surprise, was elected President. Like his father, Godfrey Dewey has been much interested in the simplification and standardization of spelling and documentation, but has not been connected with the American library system, nor could he be taken as its representative, in the wide sense.

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ITALY has produced some great librarians who have supported the tradition of longevity by living and working into their ninth decade—first of all, the great Panizzi, born in Italy in 1797, forerunner of modern library progress thru his development of the British Museum. In this generation there are two notable figures worthy to be mentioned with Panizzi. Professor Biagi, sadly crippled yet still at work in the Laurentian Library at Florence, tho he relinquished the executive responsibility some time since, has always been the friend of visiting American librarians. Cardinal Ehrle, for many years the librarian of the Vatican, tho he has now given up library work for another sphere of wider activity, is one of the most distinguished members of the Sacred College and has scarcely lessened his activities in his eightieth year. It is good to know that a memorial volume celebrating his services has been compiled, and American libraries and librarians would do well to add their subscriptions in testimony of their appreciation, which, when present Italian currency is translated into American figures, would be of modest amount.

# LIBRARY ORGANIZATIONS

## AMERICAN LIBRARY INSTITUTE

THE American Library Institute meeting at Lake Placid on September 26 was called to order by President Clement W. Andrews, who spoke of various problems the Institute might well consider. As the chief speaker of the evening, he introduced Arthur E. Bostwick, whose talk on the Library Survey will be given in our next number.

Dr. Bostwick in answer to questions from the floor. Asked whether the questionnaire from Washington should be answered first, Dr. Bostwick said not necessarily so, but he thought it would be well to get that first questionnaire out of the way as there was danger of its befogging the issue. Besides, Mr. Telford wants to get the answers into his hands quickly and no doubt the results will prove interesting. The answers can be sent direct to Mr. Telford or to Dr. Bostwick's committee. Mr. Telford felt that his questionnaire was absolutely necessary. Altho the Survey questionnaire will ask four thousand questions, these will, for the most part, be simple ones that can be turned over to clerical assistants, and Dr. Bostwick does not believe that the answers will entail as much work as is anticipated. Of course it will mean some effort, but he believes that the results will justify the effort. The Washington questionnaire is very much more intensive in the kind of information sought. Dr. Bostwick regrets the necessity of sending it out first, as it may frighten some people, but there seemed no other way to do it. The main Survey questionnaire is to go to head librarians rather than to employes (as is the Washington questionnaire.) The main Survey questionnaire can be turned over to some intelligent assistant.

Frank P. Hill expressed the opinion that the answering of the first questionnaire would involve a great deal of time, as it would require answers by members of the staff or employes, division superintendents and heads of departments, and that some of these questions, if he remembered correctly, were of such character that assistants would hesitate before they answered them, or would not want to answer them at all; that it had become such a serious matter with him that he would not think for a moment of asking the members of his staff to answer the questions, and that the only way he could handle it was to submit the whole matter to his Board of Trustees and let them decide whether they wanted the staff to answer the questions or not. Dr. Hill then presented the subjoined letter from John Cotton Dana, which was read aloud by the Secretary:

The members of the A. L. A. committee which is now surveying us have an admirable assurance. That assurance seems based on the faith that it is in the nature of statistics to breed a superior intelligence. The committee seems to believe that if they gather a vast array of facts and figures, that mere array will arouse in them a greater and broader vision of library management than they have heretofore even dreamed they possessed. Having drunk their fill of statistics they will, as the old saying has it, speak unto us the truth, as statistics have disclosed it.

Now, it seems plain that a committee gets from statistics what that committee puts into them. Unless the committee have already imagination, inventive talent, wide view of life and a clear vision of the place that librarians occupy in the present social order, then their interpretation of their mass of figures will not be touched by imagination, invention or vision.

Do they perhaps reply that they purpose to report to us only facts, leaving to us the interpretation? Then the obvious return is that few of us care to attempt an interpretation of a huge bundle of statements of how libraries are managed today.

The committee and their friends are plainly hypnotized by the word "Survey." To them it seems full of promise of results of large import. It will, they say, tell us for the first time where we are, and they further say, will of a surety tell us where next we go. They seem not to know of how little avail all surveys have been. They are made in high hopes and rarely fulfill a hundredth part of their promise. In their influence on conduct they have been almost nil.

Our library business needs the constant hypodermic of the new. It does not need to know more accurately than it now does, what it now is; it does not need to be told by the prophets, by the students of human society, what it can be. Our harmful ignorance is not of ourselves, of the little we are doing and of the methods by which we are doing that little; but of our environment, of the changes in that environment, and of what that environment needs that we perhaps can supply.

I wish to be recorded as one who is not listening with credulity to the whispers of the fancy of overconfident surveyors.

Dr. Bostwick's comment was that this was all very interesting but, he asked, is it after all an argument to the question; shall we or shall we not have a survey? That has been decided. The Committee is going thru with the survey.

Dr. Andrews brought up the necessity of a census of the contents of libraries, so that scholars might know what libraries are rich in what subjects—a census that would state how many books or pamphlets there were in a certain library on a particular subject. For instance, the Denver libraries should be strong in metallurgy and allied topics; but the question might well be asked, are they? Dr. Bostwick stated that his committee would be delighted to have this matter followed up and would be glad to be informed as soon as possible as to how the question should be worded in the Survey's questionnaire.

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President Meyer of the A. L. A. suggested that Dr. Andrews' make a survey of the John Crerar Library along the proposed lines, as an example for the rest of us, something that might serve as a model of the statements desired. To this Dr. Andrews agreed.

Ernest C. Richardson gave a brief abstract of a paper on "The quantity factor in the research book problem," which he considered fundamentally a matter connected with research libraries. As the discussion concerning the proposed Survey shows, we do not have the facts in regard to the number of books asked for that cannot be supplied by any particular library. Take a subject like The Legend of St. Bridget. Thru how many libraries would we have to hunt in order to get at the literature? Dr. Richardson took a narrow section of the alphabet, Aa to Aba, and went thru the actual catalogs of various large libraries, like the Bibliothèque Nationale and the British Museum. At first he thought they would naturally contain a great many duplicates and was greatly surprised to find that there were only one hundred and thirty duplications in the first three hundred titles, and naturally these were among the later publications. He then took up other large libraries, like the Library of Congress, Harvard University, New York Public Library, the Sorbonne, the Brera, the Ambrosian, the libraries of Bern and Zurich. Of 1536 titles only one library contained as many as 1217. Taking two libraries added 221 more. In checking three libraries 57 more were added. The practical application made by Dr. Richardson to his studies shows that we should all help to enrich the Union Catalog of the Library of Congress which now has between two and three million cards. Librarians should send in catalog cards for all their unusual titles. In the field of rare books it is necessary to avoid competition, which raises the price unduly, and co-operation between the larger libraries is absolutely essential.

The higher education of librarians and the prospects for the establishment of a graduate school were discussed briefly.

THEODORE W. KOCH. *Secretary.*

## KANSAS LIBRARY ASSOCIATION

MEETING in Emporia from October 15 to 18, the Kansas Library Association enjoyed a program which was a feast of practical ideas and plans as well as of entertainment.

The address of President Ida Day and reminiscences by various members of the progress of Kansas libraries for the past twenty-five years were inspiring and interesting. Mrs. E. H. Richardson of Hutchinson, who has been connected with school and library interests for more than forty years, gave an excellent talk on "What Books Have Meant to Me." She also related the origin and history of the "Coon-Skin Library" which was kept in her father's home. This was the first library in Ohio.

Adult education, the dominant theme of library meetings of the year, was treated by Carl B. Roden of Chicago, who gave an interesting and helpful address, and led in the discussions on the duty and opportunity of Kansas libraries for the diffusion of knowledge, co-operation between public libraries and public schools, and library branches in school buildings. Round tables for the discussion of problems pertaining to the work in large and small libraries and college and high school libraries were held to the great profit of all attending.

Receptions were given in Dunlap Hall, a new dormitory for girls at the College of Emporia, and in the Abigail Morse Hall of the Kansas State Teachers College. Willis H. Kerr, librarian of the latter institution, extended many courtesies in behalf of his school, notable among which was a concert by Chicago Grand Opera artists, who rendered most delightfully "The Secret of Suzanne." The Department of Visual Instruction contributed a moving picture. Winifred Parsons of the Department of Public Speaking gave a most illuminating address on modern poetry, illustrated with selected readings. Dean D. A. Hirschler of the College of Emporia gave an organ recital in the War Memorial Chapel.

Officers were elected as follows: President, Earl N. Manchester, Lawrence; vice-president, Mrs. Roberta McKowan, Chanute; secretary, Elsie H. Pine, Emporia; treasurer, Odella Nation, Pittsburg.

JESSIE HUSTON, *Secretary.*

## CATALOGERS' CONFERENCE AT COLUMBUS

ON October 8th the catalogers of the Ohio Valley and Western Reserve Groups held a joint meeting at Columbus in connection with the Ohio Library Association conference. Sophie Hiss, of the Western Reserve Group, and Ruth Wallace, of the Ohio Valley Group, presiding in turn.

Three phases of special cataloging were discussed; that for a high school by Mary Pooley, of the Withrow High School, Cincinnati; that for county library work by Corinne Metz, of Fort Wayne, and that for a special research library by Julian Smith, librarian of the B. F. Goodrich Company of Akron.

An interesting and entertaining feature of the program was a talk by Gordon W. Thayer

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on the curious and rare items that have to be kept in mind in cataloging a special collection such as the White Folk-lore and Oriental Collection of the Cleveland Public Library. Mr. Thayer exhibited a number of books to illustrate his points.

Miss Hiss reported briefly on the meeting of the Advisory Council of Regional Groups at the Saratoga Conference and announced the appointment by Mr. Goulding, Chairman of the A. L. A. Catalog Section, of a committee authorized by the Advisory Council to carry on the work of Catalogers group organization.

The meeting was closed by a lively question-box discussion by Miss Wallace.

SOPHIE K. HISS, *Chairman,*
*Western Reserve Catalogers' Group.*

# AMONG LIBRARIANS

AHERN, Mary Eileen, editor of *Public Libraries*, has been appointed a member of the editorial council of the N. E. A.

BREWER, Margaret, 1918 Simmons, is now librarian of the Oswego (N. Y.), Public Library.

CARPENTER, Helen S., 1910-11 New York State, has resigned as manager of the office of the National Committee on Prisons and Prison Labor, New York State, to become librarian of the Julia Richman High School of New York.

CLEMENT, Edith M., 1913 New York State, who resigned as reference librarian at Ohio Wesleyan University last June, is now doing organizing work. Until December 1st she will be at Utica Public Library.

COCHRAN, Ruth S., 1918 Wisconsin, county assistant, Racine Public Library, resigned in July to become county librarian, with headquarters at Evanston, Wyoming.

DICK, Grace I. 1915-16 New York State, resigned her position as cataloger at Mills College Library, and has recently been appointed librarian of the Sweetwater Union High School, National City, Cal.

DUNN, R. Loring, 1915-16 New York State, resigned as librarian of the Graduates Fine Arts Reading Room, University of Michigan Library, to accept the curatorship of the Albany Institute and Art Society, Albany, N. Y.

DUVAL, Richard J., acting librarian of the Naval Academy, Annapolis, Md., appointed librarian with the rank of assistant professor.

HANSEN, Agnes C., 1914 Pratt, head of the foreign division of the Seattle Public Library, has been appointed to the staff of the American Library in Paris. Rebecca W. Wright, 1908 New York State, formerly of the Seattle staff, will accompany Miss Hansen to Paris.

HERRIDGE, Marcia, 1923 Simmons, appointed librarian of the Bellevue (O.), Public Library.

JEWETT, Alice L., 1914 New York State, of the Information Desk of the New York Public Library, appointed General assistant to the A. L. A. Board of Education for Librarianship.

MCKAY, Elsie, 1911 Simmons, appointed librarian of the Oak Park (Ill.), Public Library.

NUNN, Dorothy C., 1911 Simmons, has been transferred from the Navy Yard at Philadelphia, where she has been the librarian, to the station at Quantico, Va.

PETERSEN, Agnes, 1922 Washington, of the University of Idaho Library staff, appointed high school librarian at Boise, Idaho.

ROBBINS, Mary E., 1892 New York State, has accepted the instructorship in cataloging and subject headings at the Carnegie Library School, Pittsburgh, for the present school year.

TIMMERMAN, Hazel B., 1918 Simmons, formerly children's librarian of the Kansas City Public Library, appointed assistant to the Board of Education for Librarianship.

TRILLING, Mrs. Marion Rust, 1920 Simmons, who has been in charge for the summer of the Brooklyn Botanic Garden Library, appointed assistant at the library of the Rockefeller Institute for Medical Research, New York.

WARREN, Hazel B., New York State 1918-19, resigned as reference librarian at the Public Library of Roanoke, Va., to join the staff of organizers of the Indiana Public Library Commission.

WEAGE, Avery, 1922 Washington, appointed librarian at Albany College, Albany, Ore.

Appointments to the staff of the Pennsylvania State Library recently made: Edith H. John, New York Library School, 1924, consulting librarian with the Library Extension Division; Jane H. Brown, Atlanta, 1912, librarian of the Traveling Libraries, Library Extension Division; Jane H. Patterson, Drexel 1924, assistant cataloger, General Library; Jessica C. Ferguson, genealogical research librarian, Archives and History Section of the State Library.

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Winners of scholarships awarded at the Lake Placid meeting of the New York Library Association, for the best library administration, were: In Class A (pop. 100-500): Mrs. Eva Martin, Thousand Island Park, and Mrs. Eva Glenn, King Ferry. Class B (pop. 500-1000): Mrs. Maude Haven, Hermon, and Mrs. Mamie Beal, Lima. Class C (pop. 1000-2000): Mrs. Florence McDonald, Sherrill, and Elizabeth Jackson, Cazenovia. Class D (pop. 2000-5000): Edith Enquist, Hoosick Falls, and Mrs. Elizabeth Stelbach, Hamburg. Class E (pop. 5000-10,000): L. Marion Moshier, Ilion, and Catherine Clark, Massena. Honorable mention: Mrs. Anna B. Coats, Richburg; Mrs. C. B. Legg, Haines Falls; Alice M. Curtis, Marion; Mrs. Mary Summers, Greene; Mrs. Charlotte Yville, Pleasantville; and Alice C. Engdahl, Salamanca.

News of library conditions in Italy and of two of the most venerable of Italian librarians, now in active retirement, is received in a personal letter to the editor of the LIBRARY JOURNAL from W. W. Bishop, librarian of the University of Michigan, written from the continent last summer.

Of Guido Biagi Mr. Bishop writes:

Biagi I saw in his home in Florence. He has retired from the direction of the Mediceo-Laurenziana, but completed before his retirement his exhibit of the history of the book which is perhaps the finest thing of its sort in existence. The exhibit fills ten rooms, and is almost entirely derived from the treasures of the Mediceo-Laurenziana Library. I have seen more varied exhibits, particularly those in the British Museum and the Bibliothèque Nationale at Paris, but never such beautiful specimens of both manuscripts and printed books as those Biagi has arranged and displayed. Naturally the exhibit is chiefly Italian, but it is so beautiful, and everything shown is such a perfect specimen of its kind that one forgets while looking at it that there were any other styles of decoration or printing. The array of illuminated manuscripts is almost bewilderingly rich, while the specimens of early printing are both perfect and wonderfully well chosen. I doubt whether any other library could equal this exhibit. The John Rylands could show a far greater variety, and the other distinguished libraries could show more wonderful individual specimens . . . but for uniformity of excellence of a single great school, the Florentine exhibit seems to me unsurpassed.

Biagi has a telephone on his desk, and works away at his literary production despite his infirmity. He is bringing out a wonderful edition of Dante illustrated by the early commentators—illustrated in a double sense, for he has reproduced hundreds of pictures from early manuscripts in addition to selected passages from the early commentators. Such industry and splendid perseverance in a man barely able to move is heroic. He is editing his *Revista* also.

I saw Cardinal Ehrle in the College of the South Americans in Rome. . . . He is erect and keen and regrets his enforced absorption in ecclesiastical business to the detriment of those scholarly studies to which he had expected to devote his retirement from the direction of the Vatican Library. By the way, his successor, Monsignore Giovanni Mercati, is editing a most imposing work dedicated to Cardinal Ehrle in memory of his long and distinguished services to learning. . . . The list of contributors is most distinguished and the work will run to two volumes, perhaps to three. . . .

I found the Italian libraries carrying a very heavy burden of work on pitifully small budgets. There have been many changes in personnel recently caused by the retirement at about the same time of a goodly number of veterans. The libraries are financially poor, and they show it in many ways. At the same time there is an enormously increased output of books all over the country—a veritable ferment in publishing, much of it very local and very frequently paid for by the author. Italy is passing thru a crisis of enormous moment and the intellectual life of the country is very greatly stirred. There seems no serious lack of work, but living is very dear, and taxes (while low compared to England) press very heavily on business.

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# CURRENT LITERATURE AND BIBLIOGRAPHY

*Special Libraries* is now under the editorship of State Librarian Herbert O. Brigham, whose address is State House, Providence, R. I.

The Handbook of the Library of the University of Pennsylvania, 1921 edition, is now ready and will be sent to libraries requesting it from Asa Don Dickinson, librarian.

The second edition of William Warner Bishop's "Practical Handbook of Modern Library Cataloging," just issued by the Williams and Wilkins Company of Baltimore, brings that work down to date by noting recent discussions in the library press and the appearance of recent codes of cataloging rules and certain important catalogs in book form. The book is written from the standpoint of library administration, covering those questions of direction and administration usually ignored in cataloging codes or manuals.

Whitaker's Cumulative Book List presented in response to the need of booksellers and booklovers is to appear quarterly, cumulating each six, nine and twelve months. The first part just issued covers the publications of January-September, 1924, and the second part, to be published in January, 1925, will be the first annual cumulation (cloth, 10s. net). Publications will be "arranged under classification of subjects and then alphabetically under the authors' names," and an index to authors and titles will refer back to the classified sections. (J. Whitaker and Sons, 12 Warwick Lane, London, E. C. 4.)

Printed catalogue cards, first issued by Queen's University Library, Kingston, Canada, last year, are now available to other libraries and to collectors. It is hoped that libraries which have substantial collections in the fields covered by these cards will find them of material value. The scope of Q. U. L. cards is limited to the following classes: Books and pamphlets printed in Canada or Newfoundland prior to 1866; those currently published in Kingston; books, pamphlets and manuscripts relating to the history of Canada; rare books and pamphlets by Canadian authors wherever published; publications of Queen's University.

In general cards issued will not duplicate those of the Library of Congress. Library Bureau stock is used and the forms of entry and printing conforms closely to the L. C. cards. Subject headings as used in Q. U. L. are indicated and the L. C. classification given as far as possible. At present all cards printed are being sent to the Library of Congress for insertion in that library's union catalogue, also to the Harvard College Library and the McGill University Library.

The importance of these cards to specialists will be evident when it is known that this library has now one of the largest collections of Canadian literature and history in existence.

Last January the Research Information Service of the National Research Council issued the first of a series of bibliographies of published bibliographies in the various sciences, prepared under its auspices by specialists. This was the "Catalogue of Published Bibliographies in Geology, 1896-1920" compiled by Professor E. B. Mathews of Johns Hopkins University (Bulletin of the National Research Council No. 36, price $2.50) continuing de Margerie's catalog of geological bibliographies, which gave the record up to 1895. The second of the series has just been published, "Classified List of Published Bibliographies in Physics, 1910-1922" by Dr. Karl K. Darrow, of the Research Laboratories of the American Telephone and Telegraph Co., and Western Electric Company, New York (Bulletin of the National Research Council No. 47, Price $2.).

These bulletins include not only formal bibliographies of the special topics within their respective fields, but also references to articles in scientific periodicals containing important summaries of the literature with bibliographical footnotes or appended lists of references.

The geological list is arranged alphabetically under subject headings; the physics list, according to a systematic classification of the subject, the schedules being prefixed to the bibliography. This scheme in itself is an important contribution to classification literature and should be of assistance to librarians of scientific collections in properly placing the newer literature dealing with special topics arising in the recent rapid development of physical science.

The third bibliography of bibliographies in the series, dealing with chemistry and chemical technology, has been prepared by Dr. Clarence J. West, associate editor of the International Critical Tables, National Research Council. It has just been completed and approved for publication, and will probably appear early in 1925.

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Before me, a Notary Public in and for the State and County aforesaid, personally appeared J. A. Holden, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the LIBRARY JOURNAL, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

*Publisher* . . . . . R. R. BOWKER CO.
62 West 45th St., New York
*Editor* . . . . . R. R. BOWKER
62 West 45th St., New York
*Managing Editor* . . . . ELEANOR FF. DUNCAN
62 West 45th St., New York
*Business Manager* . . . . . JOHN A. HOLDEN
62 West 45th St., New York

2. That the owners are:

R. R. BOWKER CO., 62 West 45th St., New York.
R. R. BOWKER, 62 West 45th St., New York.
MARION A. OSBORNE, Montclair, N. J.
J. A. HOLDEN, 62 West 45th St., New York.
F. G. MELCHER, 62 West 45th St., New York.
A. C. FRASCA, 62 West 45th St., New York.
A. R. CRONE, 62 West 45th St., New York.
ELEANOR FF. DUNCAN, 62 W. 45th St., New York.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent. or more of total amount of bonds, mortgages, or other securities are:

NONE.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustees or in any other fiduciary relation, the name of the persosn or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation, has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

J. A. HOLDEN, *Business Manager.*

Sworn to and subscribed before me this 18th day of September, 1924.

ARMOND FRASCA,
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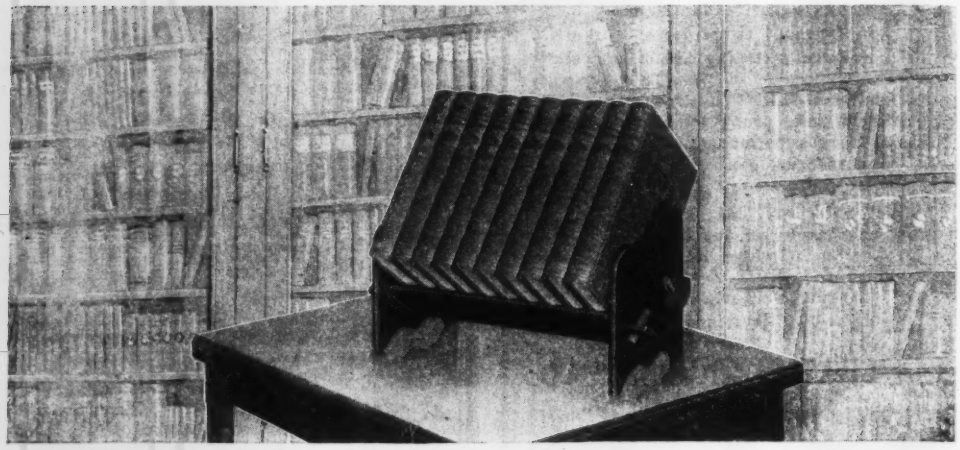

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